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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Nebraska State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

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NEBRASKA

TITLE I
Evaluation 69-70

EA 003 716

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TITLE I, ESEA

State Annual Evaluation Report to the U. S. Office of Education

1. *Provide the following basic state statistics:*

   A. *Total number of operating LEA's in the state*

      On October 1, 1969 there were 1412 districts in Nebraska that were operating schools.

   B. *Number of LEA's participating in Title I*

      (1) During the regular school term only

         There were 99 LEA's participating during the regular school term only. This number included 14 LEA's participating in 6 cooperative projects and 85 LEA's participating in single district projects.

      (2) During the summer term only

         There were 82 LEA's participating during the summer school term only. This number includes 35 LEA's participating in 12 cooperative projects and 47 LEA's participating in single district project.

      (3) During both the regular school term and the summer project

         There were 163 LEA's participating during both the regular school term and the summer school term. This number includes 38 LEA's participating in 8 cooperative projects and 125 LEA's participating in single district projects.

A total of 322 different LEA's participated in Title I during FY 1970.

   C. *Number of Title I programs*

      A total of 427 Title I projects were approved during FY 1970. This number includes 9 projects approved for State schools and 4 Migrant projects.

D. *Unduplicated number of pupils who participated in Title I Programs*

(1) *Enrolled in public school*

a. A total of 44765 participated in Title I programs during the regular school term.

b. A total of 30364 participated in Title I programs during the summer school term .

(2) *Enrolled in non-public schools*

Approximately 3100 non-public school students participated in Title I during FY 1970.

2. *During FY 1970 indicate the number of SEA Title I staff visits to LEA's participating in Title I. By objective of visit (planning, program development, program operation, evaluation, etc.), specify the purposes of these visits and their effect on the development, operation, and evaluation of local projects. Indicate proportion of visits, by type.*

Visitations made during Fiscal Year 1970 can be categorized into two general types. The first type of visitation is one made as part of the regular school visitation program by consultants whose primary responsibility is monitoring schools. An attempt is made to visit each school at least once every other year. The second type of visitation is one made in response to special problems (i.e. nonpublic participation, evaluation, etc.). These visitations are usually made by the director or by specialists. Information concerning only those visitations made as part of the regular school visitation program is reported below.

During Fiscal Year 1970 the State Title I program consultants visited 108 Title I Projects. Each visitation was structured by a checklist and a Visitation Report. (see appendix A) Only those topics on the checklist that were inappropriate to a specific district were not discussed. The topics included in the Visitation were:

(1) Parent and Community Involvement in Title I
(2) Private School Involvement
(3) Categorical vs General Aid
(4) Pupil Data Sheet
(5) Evaluation of Test Data
(6) Equipment Inventories
(7) Personnel Accounting

Local evaluation reports indicate general satisfaction with the State Department Visitation Program, however, the LEA's also indicated that they would like specific recommendations on how to improve their program and more information on successful Title I Projects being conducted throughout the State.

3. *Describe any changes your agency has made in the last three years in its procedures and the effect of such changes to:*

A. Improve the quality of Title I Projects

Changes made during the past three years include:

(1) The initiation of a procedure for maintaining individual student records on all Title I participants. The procedure necessitates thorough diagnosis of each individual's special needs. The individual student record facilitates the individualization of instruction and makes possible a more accurate accounting of individual progress.

(2) A shift in the focus of Title I to the primary and elementary grades with emphasis being placed on early diagnosis and prevention rather than remediation.

(3) The implementation of more vigorous planning procedures. Key elements include parental consultation, needs assessment and the more careful statement of program objectives.

To better support these changes in the local agencies the State Title I Office has increased the size of its staff and has developed a programming capability in the form of qualified program specialists. These program specialists supplement a staff formally dominated in administrative specialists.

B. Insure proper participation of nonpublic school children

The Nebraska State Constitution prohibits the allocation and expenditure of public revenue to support private education. In the opinion of the Nebraska Attorney General the State Constitution prohibits not only direct aid to private schools but also any form of indirect aid including the transportation of nonpublic pupils and the assignment of public school teachers to private schools for instructional purposes.

Given these limitations and the comparatively small number of nonpublic schools within the State, the State Title I Office has been negotiating within local districts and private school officials on an individual case basis to insure nonpublic participation in Title I.

C. *Modify local projects in the light of State and Local Evaluation.*

Most districts continue to seek support for the same program implemented with Title I funds. A majority of the projects involve instruction in the area of language arts.

Modifications made as a result of evaluation include:

(1) Careful identification of participants, a procedure which generally results in fewer participants.

(2) Concentration of Title I services at the elementary level.

(3) Reduction of expenditures for equipment and materials which, in effect, concentrates expenditures on direct services to children.

4. *Effect upon Educational Achievement*

A. *What effect, if any, has Title I had upon the educational achievement of educationally deprived children including those children enrolled in nonpublic schools in your State? On the basis of objective State-wide evidence--not testimonials or examples but hard data--describe the impact on reading achievement levels of educationally deprived pupils, including nonpublic school pupils.*

The results reported below are based on a preliminary survey of reading achievement in grades three through six. Delimiting this report to reading achievement was judged to be appropriate because the extent to which Title I in Nebraska is involved in reading. Most Nebraska schools included a reading component in their school year Title I programs. Ninety-three percent of all school year Title I projects had a reading component. Expenditures for reading amounted to 58 percent of the total Title I school year expenditure and 80 percent of all school year Title I participants received reading instruction of some type. The next most common Title I instructional activity was mathematics which was incorporated into 11 percent of the Title I projects, involved 21 percent of all Title I participants, and amounted to 3 percent of the Title I school year expenditure.

The survey of reading achievement was done on a sample basis. Neither Omaha or Lincoln students were included in the sample. To be included students had to meet the following criteria: (1) Be a participant in Title I, (2) Be in grade three, four, five, or six, (3) Had to have taken both a pretest and a posttest on the same or on equivalent tests, and (4) Had to have recently taken an intelligence test.

A demographic analysis of the 5092 students included in the sample indicate that: (1) Title I serves a predominately male population; the sample was 63.3 percent male and 36.7 percent female, (2) Title I serves relatively few nonpublic students during the school year. The sample included 5.7 percent nonpublic children as contrasted with the 6.8 percent actually served. The exclusion of the Lincoln and Omaha school districts with their high concentration of nonpublic students probably accounts for the discrepancy between the two precentages, and (3) Title I serves students of normal ability as measured by standardized intelligence tests. More than 60 percent of the students included in the sample had IQs that fell in the 91-110 range while less than 10 percent fell in the extremes, below 81 or above 120. The distribution was negatively skewed however, since 53.2 percent were in the 81-100 range while only 36.8 percent were in the 101-120 range.

Achievement scores are reported only for selected tests; the California Reading Tests, Science Research Associates Reading Tests, Gates-MacGinitie Reading Tests, Iowa Test of Basic Skills, Durrell-Sullivan Reading Capacity & Achievement Tests, the Metropolitan Reading Tests and Stanford Reading Tests. The average gain scores have been rounded off to the nearest tenth.

Table I reports mean gain by grade level and by sex. Tables II, III and IV report mean gain by intelligence level for the Total sample, for Girls and for Boys. Tables V, VI and VII report mean gain by intelligence level for three selected tests; the Gates-MacGinitie, the California Reading Test, and the Stanford Reading Tests. The results for these three tests are then summarized in Table VIII.

The general conclusions drawn from these results are: (1) Title I students made a mean gain of approximately 1.1 grade levels during the school year, (2) the estimate of the magnitude of the mean gain varies slightly from test to test (0.9 to 1.2) however the gains were consistent within intelligence level, the higher the IQ bracket the greater the mean gain.

TABLE I

MEAN GAIN BY SEX BY GRADE LEVEL

	TOTAL		GIRLS		BOYS	
GRADE LEVEL	Number Of Students	Mean Gain	Number Of Students	Mean Gain	Number Of Students	Mean Gain
3	504	1.1	163	1.1	341	1.0
4	479	1.0	166	1.0	313	1.0
5	437	1.2	164	1.2	273	1.2
6	322	1.1	111	1.1	211	1.1
TOTAL	1742	1.1	604	1.1	1138	1.1

TABLE II

MEAN GAIN BY INTELLIGENCE BY GRADE LEVEL

	90 or Less		91 - 100		101 - 110		111 or Higher	
GRADE LEVEL	Number Of Students	Mean Gain	Number Of Students	Mean Gain	Number Of Students	Mean Gain	Number Of Students	Mean Gain
3	107	0.9	174	1.0	147	1.2	75	1.2
4	123	0.8	157	1.0	131	1.0	68	1.2
5	122	0.9	162	1.3	121	1.3	32	1.2
6	103	0.9	125	1.2	72	1.2	22	1.5
TOTAL	455	0.9	.618	1.1	471	1.2	197	1.2

TABLE III

MEAN GAIN OF GIRLS BY IQ BY GRADE LEVEL

GRADE LEVEL	90 or Less Number Of Students	Mean Gain	91 - 100 Number Of Students	Mean Gain	101 - 110 Number Of Students	Mean Gain	111 or Higher Number Of Students	Mean Gain
3	39	0.9	66	1.1	39	1.4	18	1.3
4	42	0.7	48	1.1	45	1.0	31	1.3
5	50	0.8	58	1.2	47	1.3	9	1.3
6	39	0.9	40	1.2	28	1.3	4	1.9
TOTAL	170	0.8	212	1.1	159	1.2	62	1.3

TABLE IV

MEAN GAIN OF BOYS BY IQ BY GRADE LEVEL

GRADE LEVEL	90 or Less Number Of Students	Mean Gain	91 - 100 Number Of Students	Mean Gain	101 - 110 Number Of Students	Mean Gain	111 or Higher Number Of Students	Mean Gain
3	68	0.9	108	1.0	107	1.1	57	1.1
4	81	0.8	109	1.0	86	1.1	37	1.1
5	72	1.0	104	1.3	74	1.3	23	1.2
6	64	0.9	85	1.2	44	1.2	18	1.4
TOTAL	285		406		311		135	

TABLE V

MEAN GAIN BY GRADE LEVEL BY IQ LEVEL FOR GATES-MACGINITIE

GRADE LEVEL	90 or Less Number Of Students	Mean Gain	91 - 100 Number Of Students	Mean Gain	101 - 110 Number Of Students	Mean Gain	111 or Higher Number Of Students	Mean Gain
3	66	1.0	103	1.2	82	1.4	41	1.6
4	68	0.8	96	1.1	52	1.1	33	1.1
5	68	0.8	76	1.5	47	1.5	14	1.5
6	60	1.0	60	1.4	32	1.5	15	1.5
TOTAL	262	0.9	335	1.3	213	1.4	103	1.4

TABLE VI

MEAN GAIN BY GRADE LEVEL BY IQ LEVEL FOR CALIFORNIA READING TESTS

GRADE LEVEL	90 or Less Number Of Students	Mean Gain	91 - 100 Number Of Students	Mean Gain	101 - 110 Number Of Students	Mean Gain	111 or Higher Number Of Students	Mean Gain
3	17	0.7	33	0.8	33	0.9	12	1.0
4	24	0.9	24	0.8	31	1.0	14	1.3
5	20	0.8	34	1.2	29	1.0	9	1.0
6	11	1.0	28	1.1	17	0.9	3	1.3
TOTAL	72	0.8	119	1.0	110	1.0	38	1.1

MEAN GAIN = 1.0

TABLE VII

MEAN GAIN BY TEST BY GRADE LEVEL

	GATES-MACGINITIE		CALIFORNIA		STANFORD	
GRADE LEVEL	Number Of Students	Mean Gain	Number Of Students	Mean Gain	Number Of Students	Mean Gain
3	292	1.3	95	0.9	35	0.8
4	249	1.0	93	1.0	29	0.7
5	205	1.3	92	1.0	13	0.9
6	167	1.2	59	1.0	31	1.1
TOTAL	913	1.2	339	1.0	108	0.9

TABLE VIII

MEAN GAIN BY GRADE LEVEL BY IQ LEVEL FOR STANFORD READING TESTS

	90 or Less		91 - 100		101 - 110		111 or Higher	
GRADE LEVEL	Number Of Students	Mean Gain	Number Of Students	Mean Gain	Number Of Students	Mean Gain	Number Of Students	Mean Gain
3	3	0.3	12	0.7	8	1.0	12	0.8
4			12	1.0	5	0.9	4	1.0
5	3	1.2	7	0.5	3	1.5		
6	11	0.9	14	1.0	6	1.6		
TOTAL	17	0.8	45	0.8	22	1.2	16	0.9

5. *What effect, if any, has the Title I program had on the administrative structure and educational practices of your State Education Agency, Local Education Agencies, and nonpublic schools.*

The size of the State Education Agency Title I staff was increased by one during the Fiscal Year 1970. The staff now includes two trained program specialist, one in reading and one in learning disabilities, who are available to help local agencies revise their existing programs or to help them design new programs.

The local educational agencies continued to absorb more of the cost of administrating Title I so that their Title I grants could be used to provide services to students. They also appear to have become more sensitized to the special needs of disadvantaged students and more concerned with designing programs to meet these special needs. The local educational agencies have responded favorable to parental involvement in Title I and have demonstrated an increased willingness to negotiate the participation of nonpublic students with the appropriate authorities.

6. *Additional Efforts to Help the Disadvantaged*

A. *If State funds have been used to augment Title I programs, describe the number of projects, objectives of the program, rationale for increased funding with State money, and the amount and proportion of total program funds provided by the State for the 1967-68 school year. Indicate the number of projects, number of participants, objectives of the program, and the level of funding for the 1967-68 school year. Provide data separately for all compensatory education programs, if any, supported entirely by State funds which were operated specifically for the educationally deprived.*

As a result of statutory provisions found in L.B. 448 Section 8, State funds were made available to schools that conducted special programs for the educationally and culturally deprived. This program was to be identifiably different from the regular school programs which were provided for other students in the schools. The school is reimbursed according to the number of students who participate with the size of the reimbursement for each child determined by grade level. The guidelines suggest that minimal participation should be approximately one period each day of the school day.

During the 1969-70 school year fourteen schools participated in the State educationally deprived program as compared with twelve the previous year and five during the 1967-68 school year, the first the program was operational. The fourteen programs involved 1530 students with expenditures of $175,000.

B. *Provide descriptions of outstanding examples of the coordination of Title I activities with those of other federally funded programs. Identify the other programs and agencies involved.*

A summary of each of the fourteen programs can be found in Appendix B.

7. *Evaluate the success of Title I in bringing compensatory education to children enrolled in nonpublic schools. Include in your evaluation such factors as the number of projects, the quality of projects, the time of the day and/or year when projects are offered, the adaptions to meet the specific educational needs of educationally deprived children in nonpublic schools, changes in legal interpretations, and joint planning with nonpublic school officials.*

An opinion issued by the Attorney General in Nebraska prohibits Title I personnel from going into private schools for purposes of instruction. This restriction has made it exceedingly difficult for most LEA's to involve the disadvantaged from private schools in the ways deemed most beneficial according to both public and private administrators.

The implications of this restriction necessitate the transportation of eligible nonpublic children to programs functioning in the public schools. This has caused problems in scheduling for both public and private schools. In addition private schools suffer the loss of time spent moving children, and in some cases their children are excluded from the program since no transportation was available to the private school. Some school districts have attempted to alleviate this problem by conducting summer programs which are well attended by nonpublic children. Of the 190 public schools which conducted a summer program, 74 of these included private school children from the town or district which they serve. Attendance in these programs from the private schools was generally good. However, it is very apparent that involvement during the school year would be much more beneficial as compared to only summer participation.

In an attempt to gain more adequate participation of private school children during the school year, the school district of Hartington submitted a project proposal which sought to lease two rooms in a private high school. These rooms were to be under the control of the public and they planned to conduct remedial reading and mathematics for both public and private elementary children in the rooms.

The SEA submitted the project proposal to the Attorney General in September, 1969. The Attorney's opinion on this matter was issued in January, 1970. A copy of that opinion can be found in Appendix C.

Following the Attorney's opinion and the failure of the SEA to approve the project, the Hartington district subsequently initiated legal action against the SEA. This action occurred in District Court and in essence required the SEA to either approve the project or show just cause for refusing approval. The Attorney General served as the SEA's legal representative in this case.

The District Court's decision on this matter was in favor of the LEA and directed the SEA to approve the project. A copy of this decision can be found in Appendix C.

Following the District Court's decision, the case was then appealed to the Supreme Court. Final deposition from the Supreme Court is yet to come.

8. *How many LEA's conducted coordinated teacher-teacher aide training programs for education aides and the professional staff members they assist? What was the total number of participants in each project? Describe the general patterns of activities and provide, specific examples of outstanding joint training programs.*

Results of a sample survey of both school year and Summer Title I projects indicated that approximately 52 percent of the school year projects and 58 percent of the summer projects were involved in in-service training programs for project personnel. This represents an increase over the previous year when 51 percent of the school year projects and 52 percent of the summer projects were involved in in-service training programs. Fifty-four percent of all Fiscal Year 1970 projects, both school year and summer, involved an in-service training component as compared with 51 percent the previous year and with 50 percent during Fiscal Year 1968.

RESULTS OF IN-SERVICE SURVEY

	Total Number Of Projects	Number Of Projects Surveyed	Number Conducting In-Service
School Year	231	150	78
Summer	195	50	29

In most Title I in-service projects the in-service effort was rather limited. The 78 districts that conducted in-service activities during the school year served 341 staff members, 190 of which were Title I teachers. The 190 Title I teachers represent less than 10 percent of the total number of Title I teachers within the 150 projects originally sampled. The later percentage is deflated by the inclusion of 854 Omaha teachers serving the Omaha target area, only 54 of which received in-service training. Exclusive of Omaha, 31 percent of the number of Title I teachers in the remaining 149 projects received some type of in-service training.

STAFF MEMBERS TO RECEIVE TITLE I
IN-SERVICE TRAINING IN THE 150
SCHOOL YEAR AND 50 SUMMER PROJECTS SURVEYED

	Title I Teachers	Title I Teacher Aides	Other	Total
School Year	190	75	76	341
Summer	132	61	25	218

The Title I sponsored in-service training programs conducted during Fiscal Year 1970 were very similar to those conducted during previous years.

A majority of the programs were conducted either before the project started or early in the school year. These programs usually dealt with the problems of disadvantaged students, the use of new Title I equipment and materials, and organization and goals of the program. A common feature of most in-service programs was the use of consultants from universities and colleges, Educational Service Units (intermediary school districts), from the State Department of Education and from companies that produce or sell specialized equipment and material for reading.

Evidence that the in-service program was effective usually was either in the form of administrator opinion that because of in-service the Title I teachers and aides were able to be effective, or teacher opinion about the value of in-service. Criticisms of the in-service program were poor attencance, too brief, and the in-service emphasized the wrong aspects of the program. In general, however, most administrators and teachers were satisfied with the in-service programs.

9. *Describe the nature and extent of community and parent involvement in Title I programs in your State. Include outstanding examples of parent and the community involvement in Title I projects.*

In an attempt to meet Title I guidelines, LEA's have traditionally formed advisory groups from within the community. While parents were involved from all populations, far too often those parents most able to describe needs for disadvantaged children were reluctant to attend. Consequently, the advisory meetings were too frequently composed only of those people who are interested in providing for the Title I children. The direct involvement of parents of Title I children generally camethrough Parent-Teacher Conferences and teas. Parent Advisory Groups traditionally had little input into the planning and evaluation of programs.

Some local educational agencies have made concerted attempts to involve parents. These local agencies include Omaha, Lincoln, Kearney and Seward. Omaha has involved parents through its Community Aide program and by involving representatives from the Greater Omaha Community Action district areas. These people have had a great input into the direction the program has taken. Lincoln's approach is not dissimilar. Each participating school has a committee of PTA representatives assisting with planning.

Kearney and Seward have involved parents and community as they have sought to upgrade their program. Several meetings of persons such as parents, the mayor, the police chief, and welfare officials were held to determine needs and plan activities. Much favorable comment has been made about this approach.

With the Congressional edict about Parental participation for FY 71 these programs have served as models for planning parental groups.

A Statistical Overview Of Title I In Nebraska, Fiscal Year 1970

During Fiscal Year 1970 $6,959,733 in Title I funds was made available to Nebraska school districts. The State Department of Education approved the use of $5,858,249 for Fiscal Year Title I Projects. The remaining $849,486 is being carried over by local district and will be used during Fiscal Year 1971. A total of $5,836,290 was actually expended during Fiscal Year 70. This represents 99.63 percent of the approved amount. This figures includes $3,749,687 expended during the school year and $2,108,562 expended during the summer. Table I presents a tabluation of number of grants by size of grants for Fiscal Year 1966 through 1970.

TABLE I
THE NUMBER OF LOCAL EDUCATIONAL AGENCIES RECEIVING TITLE I, ESEA, GRANTS BY THE AMOUNT OF THE GRANT

Amount of Grant	Fiscal Year 1966	Fiscal Year 1967	Fiscal Year 1968	Fiscal Year 1969	Fiscal Year 1970
Less than $1,000	646	4	3	6	1
1,000 - 2,499	308	69	55	77	44
2,5000 - 4,999	121	89	88	72	68
5,000 - 9,999	126	109	101	102	100
10,000 - 24,999	92	98	95	84	105
25,000 - 49,999	38	33	35	29	39
50,000 - 99,999	11	12	10	10	12
100,000 - 199,999	3	1	1	0	3
200,000 - 500,000	1	1	1	1	1
More than 500,000	1	1	1	1	1
Total	1,347	417	390	382	374

Table II presents a summary of Title I expenditures by activity for school year projects only. Table III presents a summary of participants by activity for school year projects only.

1969-1970
PARTICIPANTS: SCHOOL YEAR PROJECTS ONLY

Activity	Number of Projects	Kindergarten & Preschool Students	Elem. Student	Sec. Student	Ungraded Students	Total
Art	2	1304	6862	4375	305	12846
Business Education	7			145		145
Cultural Enrichment	2	1316	6827	4537	301	12981
English-Language Arts	10	1296	6877	1449	50	3509
Food	2	754	2150	605		3509
Guidance	17	1	361	823		1185
Handicapped	10		208	61	70	339
Health-Dental	5	1408	8105	6761	637	16911
Health-Medical	16	1459	8844	4440	641	15384
Health-Physical Ed.	4		92	168		260
Industrial Arts	3			87		87
Library	13	2767	15269	8629	938	27603
Mathematics	25	1296	7238	744		9278
Music	1		1051	585		1636
Natural Science	5	1296	6743	662	50	8751
Other-Instructional	10	20	339	139		498
Other-Supporting	13	1575	8863	3919	637	14994
Other-Vocational Ed.	2			91		91
Preschool	3	1458				1458
Psychological Services	4	1679	9325	4737	703	16444
Reading	206	2621	24835	7448	687	35591
Social Science	2	1296	6743	4396	50	12485
Speech Therapy	5	6	842	181	4	1033
Transportation	3	1296	6748	4380		12424
Unduplicated Total	222	3160	27507	13081	1017	44765

TABLE II

EXPENDITURES: 1969-1970
SCHOOL YEAR PROJECTS ONLY

Activity	Dollars Expended	Percent of Total by Activity
Art	16,128	.43
Business Education	21,799	.58
Cultural Enrichment	17,504	.46
English - Language Arts	92,031	2.45
Food	15,812	.42
Guidance	80,561	2.14
Handicapped	242,771	6.47
Health - Dental	36,038	.96
Health - Medical	50,390	1.34
Health - Physical Ed.	12,215	.32
Industrical Arts	14,643	.39
Library	173,223	4.61
Mathematics	116,068	3.09
Music	46,341	1.23
Natrual Science	25,247	.67
Other - Instructional	78,335	2.08
Other - Supporting	225,660	6.01
Other - Vocational Ed.	14,739	.39
Preschool	59,224	1.57
Psychological Services	133,264	3.55
Reading	2,168,239	57.82
Social Science	30,405	.81
Speech Therapy	47,953	1.27
Transportation	31,132	.83
Total	3,749,687	100.00

The figures presented in both Table II and Table III are somewhat misleading because of the disproportionate contribution of the Title I activities in Lincoln and Omaha. These two projects alone account for 42.6 percent of Title I school year expenditures and for 58.6 percent of school year Title I participants. Table IV provides information on number of participants and expenditures excluding information about those activities in Omaha and Lincoln.

TABLE IV

1969-1970 PARTICIPANTS AND EXPENDITURES
SCHOOL YEAR PROJECTS EXCLUDING LINCOLN AND OMAHA

	Number of Projects	Total Number of Participants	Dollars Expended	Percent of Total Exp.
Art	1	127	5840	00.2
Business Education	6	130	16754	00.6
Cultural Enrichment	1	266	995	00.1
English-Language Arts	9	283	36843	01.4
Food	1	17	130	00.0
Guidance	17	1185	80561	03.1
Handicapped	2	128	34811	01.3
Health-Dental	3	564	16446	00.6
Health-Medical	15	1858	48890	01.9
Health-Physcial Ed.	4	260	12215	00.5
Industrial Arts	3	87	14643	00.6
Library	11	1362	71246	02.7
Mathematics	24	639	85384	03.3
Natural Science	4	62	5733	00.2
Other-Instructional	9	482	76978	02.9
Other-Supporting	10	1468	97731	03.7
Other-Vocational Ed.	1	31	5997	00.2
Preschool	1	30	7328	00.3
Psychological Services	2	121	18282	00.7
Reading	204	12808	1956661	74.8
Social Science	1	21	1028	00.1
Speech Therapy	2	81	18735	00.7
Transportation	2	10	1956	00.1
TOTAL	222	18524	2615187	100.0

APPENDIX A

COPIES OF FY 1970
VISITATION CHECKLIST
AND VISITATION REPORT

VISITATION CHECKLIST

School _____ Date _____

Project Director _____ Title I Visitor(s) _____

Project Title _____ _____

_____ Project Number _____

Reasons for Visit:

1.

2.

3.

4.

5.

Check List:

_____ Parent/Community Involvement

_____ Private School Involvement

_____ Categorical vs. General Aid

_____ Pupil Data Sheets

_____ Test Data Sheets

_____ Pretest and Posttest Evaluations

_____ Spring Reports

_____ Equipment Inventory

_____ Personnel Accounting

_____ Part Time (Nurse, Teacher Aide, P.E., etc.)

_____ Consistency with Project Description

Personnel Engaged in Disussion:

_____ Superintendent

_____ Project Director

_____ Other _____ _____

_____ _____

_____ _____

VISITATION REPORT (TITLE I)

SCHOOL _____ VISITOR(S) _____

SUPERINTENDENT _____ _____

PROJECT TITLE _____

_____

1. Parent-Community Involvement

2. Private School Involvement

3. Categorical vs. General aid

4. Pupil Data Sheets

5. Test data - Pre-test and Post-test Evaluations
   Evaluation data

6. Equipment Inventory

7. Personnel accounting (Documentation)

8. Consistency with Project Description

9. What are the strong points of this project?

10. What are the weaknesses of the project?

11. What suggestions and/or recommendations would you give for improvement of the project?

12. Additional comments you feel necessary.

APPENDIX B

STATE FUNDED PROGRAMS FOR THE DISADVANTAGED

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Alliance Public Schools
Alliance, Nebraska 69301

II. AUTHORIZED REPRESENTATIVE: Martin Petersen, Superintendent

III. TITLE OF PROGRAM: Modular Scheduling for Culturally and Educationally Deprived Children

IV. SUMMARY OF ACTIVITIES: Behavioral objectives were developed for elementary level students to individualize learning experiences. The high school program included special remedial and developmental classes in English, social studies, and mathematics. Time was spent in developing skills in reading newspapers, magazines, and high level interest anthologies. The remedial classes met daily and were available in each attendance center. Teachers with special interests and aptitudes for working with underachievers were selected to teach classes in this program. All materials used as teaching aids were selected to meet individual needs and provide a variety of educational approaches to improve student interest levels.

V. NUMBER CLAIMED BY APPLICANT NUMBER RECOMMENDED BY STATE

Grades 1-11 = 140 140

VI. COMMENT: The Alliance program was a repeat of the previously funded Section 8 remedial activity. All aspects of the program continued to meet participation requirements set forth in the Rules and Regulations adopted by the State Board of Education.

VII. EVALUATION OF 1968-1969 PROGRAM: Pre and post test comparisons of standardized test results illustrated that the average or mean comparisons at each grade level were sufficient to conclude that the program was effective.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Bellevue Public Schools
Bellevue, Nebraska

II. AUTHORIZED REPRESENTATIVE: Dr. F. William Sesow

III. TITLE OF PROGRAM: Remedial Reading

IV. SUMMARY OF ACTIVITIES: A remedial reading teacher, assisted by a teacher aide, conducted a daily remedial reading activity for disadvantaged students. Each participant gained 30 minutes of reading and 30 minutes of independent study daily, with the assistance of the aide and teacher. Remedial instructional media were utilized, and learning experiences were individualized to a great extent.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 7-8 = 10	10

VI. COMMENT: This is the initial year of participation under Section 8 for Bellevue. All aspects of the program were conducted in accordance with established participation criteria.

LB-448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Callaway Public Schools
Callaway, Nebraska 68825

II. AUTHORIZED REPRESENTATIVE: George Wright, Superintendent

III. TITLE OF PROGRAM: Visual Perception Training

IV. SUMMARY OF ACTIVITIES: A remedial reading program provided daily for disadvantaged students, with particular emphasis on visual perception training. A variety of instructional materials were used, including media recommended by specialists in the area of visual perception from Kearney State College. Traditional remedial reading instruction was accompanied by visual training activities.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 1-6 = 4 4

VI. COMMENT: The Callaway project was conducted for the first time as a Section 8 activity. All aspects of the adopted Rules and Regulations for participation were satisfied. The small number of eligible participants resulted from little cultural deprivation in the district.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Centura Public Schools
Cairo, Nebraska 68824

II. AUTHORIZED REPRESENTATIVE: Douglas Jensen, Superintendent

III. TITLE OF PROGRAM: Remedial Reading

IV. SUMMARY OF ACTIVITIES: At the elementary level one period of daily instruction in remedial reading was offered. One faculty member was assigned full time to this remedial program and worked with small groups, usually consisting of five to ten students. Participants were selected on the basis of cultural and educational deprivation, and were permitted to experience as many successes as possible in the remedial program. A variety of instructional media were utilized, much of which was purchased for the summer ESEA Title I remedial activities. A chief objective of the program was to let each student begin at his own level of understanding and progress at a realistic and feasible rate.

The secondary program consisted of a single remedial section titled "Communication Skills" which included emphasis on reading and effective study techniques. A major objective of this activity was to give attention to specific learning problems of students who were environmentally handicapped under achievers. A variety of instructional media were used in this daily one hour activity. An instructor well versed in remedial work was assigned to this activity, and a limit of fifteen students were enrolled.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 1-12+ 65 65

VI. COMMENT: The Centura program represented a continuation of activities which have been funded under Section 8 during each of the previous two years. Pupils who were eligible were identified prior to the preparation of the application. All aspects of the program were conducted in accordance with participation criteria adopted by the State Board of Education.

VII. EVALUATION OF 1968-69 PROGRAM: The approved program for the 1968-69 school year emphasized remedial reading instruction. Therefore standardized test results in the sub-test category of "Reading" were compared on a "Pre" and "Post" percentile change basis. Results of this comparison indicated that participants averaged an increase of 3.15 percentile points by the completion of the program.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Creighton Public School
Creighton, Nebraska

II. AUTHORIZED REPRESENTATIVE: Robert Pease, Superintendent

III. TITLE OF PROGRAM: Remedial Mathematics & English

IV. SUMMARY OF ACTIVITIES: Disadvantaged students were provided remedial instuction in mathematics and English in small class settings. A variety of instructional media was utilized to make the program as interesting and meaningful as possible. One and one=half teachers were assigned to the program, both of whom were particularly effective in remedial instruction.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 7 - 12 ⌖ 81	81

VI. COMMENT: The Creighton program was funded a year ago for remedial mathematics and was expanded into the area of remedial English in 1969-1970. All aspects of the program was consistent with the Rules and Regulations adopted by the State Board of Education.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Falls City Public Schools
Falls City, Nebraska 68355

II. AUTHORIZED REPRESENTATIVE: Dr. Donald Burling, Superintendent

III. TITLE OF PROGRAM: Remedial Reading and Mathematics

IV. SUMMARY OF ACTIVITIES: A remedial teacher was assigned a small group of disadvantaged students in a full time classroom setting. The chief focus of the program was on reading and math, permitting students to progress at realistic paces. Instruction was individualized as much as possible. The remedial teacher worked with the participants during the previous year and was thus, quite well acquainted with their specific and unique needs.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 2-5 = 17 17

VI. COMMENT: The Falls City program was continuation of the remedial activities which were funded under Section 8 during the previous year. All aspects of the program continued to satisfy participation requirements as adopted by the State Board of Education.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED STUDENTS

1969-1970

I. APPLICANT AGENCY: Hyannis Public Schools
Hyannis, Nebraska 69350

II. AUTHORIZED REPRESENTATIVE: John Mandeville, Superintendent

III. TITLE OF PROGRAM: Remedial Reading

IV. SUMMARY OF ACTIVITIES: Two half time reading teachers provided remedial reading instruction to students enrolled in elementary and junior high grades. In each case a variety of interesting instructional media, which differed from that used in regular classrooms, was utilized. Parents of remedial students visited classes and helped to encourage youngsters to read at home. Very small classes typified the program.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 7-9= 29 29

VI. COMMENT: The Hyannis secondary remedial reading program which was approved under Section 8 last year was continued and a similar program was initiated in the elementary school. Since the Hyannis school is part of a Class VI district the two programs are unique in that 12 of the participants are credited to the elementary district and 17 to the high school district. Neither system is eligible for a Basic Grant under ESEA Title I, so the entirety of remedial work offered there was financed through the general fund budget.

VII. EVALUATION OF 1968-1969 PROGRAM: A review of the program indicated that the 7th graders moved from an average grade placement of 4.5 to an average of 5.9 and the 8th graders from an average of 6.1 to 6.85; while the 9th grade students (2 of them) varied as follows: one moved from a grade placement of 7.23 to 7.9, while the other failed to show any progress - which was accredited to attitude.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Lincoln Public Schools
Lincoln, Nebraska 68501

II. AUTHORIZED REPRESENTATIVE: John Prasch, Superintendent

III. TITLE OF PROGRAM: Special Programs: Transitional, Reading, and Mathematics

IV. SUMMARY OF ACTIVITIES: For junior and senior high school students aged 13 and above a special employment program is offered. This program was especially designed for pupils who need earnings and who need motivation to do successful school work. The transitional and remedial classrooms are designed to improve self-image, better school and parent communications, improve physical coordination, and permit each student to experience some degree of success. The nature of all Section 8 was offered to small groups with as much individual attention provided as was possible.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 1-12 = 408	408

VI. COMMENT: Test results based on a pre and post testing procedure indicate that measurable progress and educational improvement was realized. The least mean gain in grade placement for any attendance center in Lincoln was in excess of one full year.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Millard Public Schools
Millard, Nebraska 68137

II. AUTHORIZED REPRESENTATIVE: Mr. Ron Witt, Assistant Supt.

III. TITLE OF PROGRAM: Remedial Reading

IV. SUMMARY OF ACTIVITIES: Disadvantaged students were assigned to small groups for daily remedial reading instruction. Four full time reading teachers conducted the program, using a variety of instructional media which was particularly appropriate for under achievers.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 1-8 = 52	52

VI. COMMENT: The Section 8 program funded previously at Millard was expanded to make remedial services available to additional students. All aspects of the program were found to be in accord with Rules and Regulations adopted by the State Board of Education.

VII. EVALUATION OF 1968-1969 PROGRAM: Pre and post tests administered to assess progress in both vocabulary and comprehension. Each grade level and each remedial class was found to have shown average grade placement gain which exceeded the rate of increase previously experienced by participants enrolled in remedial reading.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Niobrara Public Schools
Niobrara, Nebraska 68760

II. AUTHORIZED REPRESENTATIVE: Tilton Weber, Superintendent

III. TITLE OF PROGRAM: Remedial Assistance

IV. SUMMARY OF ACTIVITIES: The program description will include a discussion of the location of instructional activities, instructional methods to be employed, instructional materials and devices to be used, class size, staff preparation, the relation of the instructional activities offered to the program objectives, etc.

Remedial offerings were available at the secondary level in the specific disciplines of science, social studies, mathematics, and English. Each of these remedial classes were offered in excess of necessary regular courses. Participants were placed in remedial classes on the basis of previous educational shortcomings. In every case one class period of daily remedial instruction was available in each subject claimed.

Elementary children in grades three, four, and five, received individualized attention from a teacher aide who was hired in excess of regular and ESEA Title I staff personnel, and financed fully with local funds. The aide worked with small groups and individuals in regular classrooms. One hour daily was devoted to each of the three classes in grades shown above.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 1-12= 50 50

VI. COMMENT: The Niobrara project was conducted for the first time as a Section 8 activity. The extent of obvious cultural and educational deprivation in the community and surrounding area appeared to be much in excess of normal. Activities conducted were quite justifiable in respect to priority needs of disadvantaged children.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: North Platte Public Schools
North Platte, Nebraska

II. AUTHORIZED REPRESENTATIVE: Gene Ransdell, Superintendent

III. TITLE OF PROGRAM: Remedial Reading for Culturally and Educationally Deprived

IV. SUMMARY OF ACTIVITIES: Basic reading skills were taught using instructional media most appropriate for remedial students. Participants were provided with daily remedial instruction, taught by an instructor who was particularly capable of working with underachievers. A variety of materials were used to increase both interest and progress.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 7 & 8 = 44 44

VI. COMMENT: This program was the initial section 8 activity provided by the North Platte system. The program fully met all participation criteria, as required by particupation guidelines.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Omaha Public Schools
Omaha, Nebraska 68131

II. AUTHORIZED REPRESENTATIVE: Dr. Rene Hlavac

III. TITLE OF PROGRAM: Full Day Kindergarten, Pre-Grade Classrooms, & Rooms of Twenty

IV. SUMMARY OF ACTIVITIES:

Full Day Kindergarten. As the title implies, the kindergarten session at Long and Central grade schools was lengthened to full rather than traditional half days. The additional school time was utilized to improve pupil growth in all areas of educational and social development. (70)

Pre-Grade Classrooms. Pre-grade classrooms enrolling 20 or fewer students of normal intelligence who did not make enough progress during the previous year or are not mature enough to succeed in a regular classroom situation at the next level were conducted for disadvantaged children. The programs were planned in accordance with specific developmental needs of children. (287)

Rooms of Twenty. Intermediate grade children were placed in classrooms which enrolled no more than 20 students to increase individualized instruction and attention. Most teachers were assisted by teacher aides, Teacher Corps members, or Veterans in Public Service personnel. Much individual attention for pupils typified the program. (143)

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades K-6 = 500	500

VI. COMMENT: All three activities recommended were funded previously under Section 8, and were conducted in accordance with participation criteria adopted by the State Board of Education.

VII. EVALUATION OF 1968-1969 PROGRAM:

All Day Kindergarten. A pre and post test battery including a verbal intelligence test, a picture vocabulary test, a perceptual test, and a drawing test were administered to the 52 students attending an all-day kindergarten and to 86 students in a half-day kindergarten to determine the effects of the all-day situation. An appreciable difference of improvement was shown for the all-day kindergarten in the areas of verbal intelligence, perception, and drawing.

Pre-Grade Classrooms. A variety of evaluative data were gathered all of which illustrated general gain. The Metropolitan Reading Test was administered on a pre and post basis and showed a mean percentile increase of from the 13th to the 79th from September to May. A mean percentile gain of 16 points was indicated through pre and post test comparisons using the Wilson Pre-First Skills Test.

Rooms of Twenty. Objective evaluative criteria in pre and post test results were not available for review. Gains were quite apparent, however, to those who worked with and in the program.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED STUDENTS

1969-1970

I. APPLICANT AGENCY: Westside Community Schools
7801 Cass
Omaha, Nebraska 68114

II. AUTHORIZED REPRESENTATIVE: Neils Wodder, Asst. Superintendent

III. TITLE OF PROGRAM: Developmental and Remedial Reading

IV. SUMMARY OF ACTIVITIES: Reading instruction was upgraded by grouping students according to ability and achievement with small pupil/teacher ratios. Teacher aides were added to permit teachers to provide more time for work with culturally and educationally deprived students.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades K-12 = 83 83

VI. COMMENT: The Westside program was a continuation of activities already approved and funded under Section 8. All aspects of the program continue to meet the participation requirements as adopted by the State Board of Education.

VII. EVALUATION OF 1968-1969 PROGRAM: A mean increase of .8 of a year in reading achievement was accomplished by participants in the approved elementary program. Those enrolled in the approved junior high activities showed a mean gain of .9 of one year in grade placement. In both cases such a gain is in excess of expectations based on previous progress of children involved.

LB 448, SECTION 8

PROGRAMS FOR
CULTURALLY AND EDUCATIONALLY
DEPRIVED CHILDREN

1969-1970

I. APPLICANT AGENCY: Papillion Public Schools
Papillion, Nebraska 68046

II. AUTHORIZED REPRESENTATIVE: Paul Basler, Superintendent

III. TITLE OF PROGRAM: Remedial Reading

IV. SUMMARY OF ACTIVITIES: Small groups of students were provided daily remedial reading instruction. Tapes designed for individual paces of students and other appropriate instructional media was utilized. Pupil/teacher ratios of eight or few students per teacher typified the remedial classes. A full time remedial teacher conducted the program.

V. NUMBER CLAIMED BY APPLICANT - NUMBER RECOMMENDED BY STATE

Grades 2-6 = 47 47

VI. COMMENT: The Papillion program was a continuation of a previously funded Section 8 activity. All aspects of the program were conducted in accordance with adopted participation criteria.

VII. EVALUATION OF 1968-1969 PROGRAM: Grade placement gains were realized at all grade levels when pre and post test results were compared. First graders average an increase of 1.1; second graders 1.7; third graders .7; fourth graders .5; and fifth graders .7 of a year gain in grade placement.

APPENDIX C

LEGAL DECISION EFFECTING
THE PARTICIPATING OF NON-
PUBLIC STUDENTS IN TITLE I

STATE OF NEBRASKA

CLARENCE A. H. MEYER
ATTORNEY GENERAL

Department of Justice

LINCOLN

January 19, 1970

Mr. Cecil E. Stanley
Commissioner of Education
Department of Education
State House
Lincoln, Nebraska

Dear Mr. Stanley:

Some months ago you submitted to this office a proposed lease agreement between Hartington Cedar Catholic High School and the Class III public school district in Hartington, whereby the public school would lease from the Catholic High School one full-time class room and one half-time class room to be used by public school pupils for certain special courses. The lease provides for a rental of $300 per year, use of the rooms five days a week during the school year, that those classrooms will not contain objects, pictures or other articles having a religious meaning or connotation while being used by the public school, and that the latter will have complete control over the rooms and the educational program conducted therein. Since the expenditure of public funds would be involved, serious questions arise with respect to the provisions of section 4 of Article I and sections 4 and 11 of Article VII of the Constitution of Nebraska. We are asked to resolve those questions.

About two years ago these questions, and the entire related question of public aid to non-public schools and the relationships which could lawfully exist between public bodies and non-public schools, were discussed with attorneys for the non-public schools, and it was our position then that such matters could only safely and properly be resolved either by the people through an amendment to their constitution, or by the courts. At that time the position we took was accepted as being sound, although reluctantly. Our position in that regard has not changed.

Since that time steps have been taken to use the constitutional amendment route to resolve the problems. Also, a petition has been submitted to us which was designed to present the issues to the courts, and we reviewed that petition and returned it with suggestions which we felt would more accurately and concisely frame those issues. We understand that a revised petition may be submitted shortly. However, in addition to the constitutional amendment process and the judicial process which we had suggested as the proper approach, there has been submitted to us in the meantime the present lease, another lease, and some informal proposals for terms of a lease between a public school district and a parochial school. Each time we have pointed out constitutional difficulties which would be encountered, and as a result language in the lease was altered in an effort to avoid the pitfalls which we had pointed out. It is now obvious that the point of all these submissions is to have this office determine the precise dividing line of just how much public aid can be given to parochial schools. This we decline to do. The courts are available for this purpose, and the constitution can be amended.

Very truly yours,

Clarence A. H. Meyer
Attorney General

CAHM:dnj

DISTRICT COURT
LANCASTER COUNTY, NEBRASKA
FILED
DEC 2 1970
OTIS E. NELSON
Clerk District Court

IN THE DISTRICT COURT OF LANCASTER COUNTY, NEBRASKA

STATE OF NEBRASKA, EX REL THE SCHOOL DISTRICT OF HARTINGTON, ALSO KNOWN AS SCHOOL DISTRICT NUMBER EIGHT, CEDAR COUNTY, NEBRASKA, Relator,	)	Docket 262, Page 122.
v.	)	JUDGMENT FOR MANDAMUS
NEBRASKA STATE BOARD OF EDUCATION, and NEBRASKA DEPARTMENT OF EDUCATION, Respondents,	)	

This matter having heretofore come on for trial to the Court on the 5th day of October, 1970, the Relator being represented by its attorney, Robert B. Crosby, and the Respondents being represented by C. C. Sheldon, Assistant Attorney General of the State of Nebraska, exhibits and stipulations being then duly offered and received, a further stipulation of fact having later been filed and submitted to the Court, and this cause being submitted to the Court as on a motion for summary judgment by each party based on the amended petition for mandamus, the second amended return, and the exhibits and stipulations, each party however having been given leave to submit a written brief. The briefs of the parties have now been submitted, and this matter is now ready for the Court to make its findings and decision.

1. The Court finds generally in favor of the Relator and against the Respondents and each of them with respect to the issues as drawn by paragraph 6 of the second amended return and paragraph 8 of the amended petition.

2. The Court finds that the program for courses in remedial reading and remedial mathematics for elementary students which the Relator seeks to carry on, including the use of leased

MICRO-FILMED
DATE, 12-1-70
NO.
ROLL NO. 71
OTIS E. NELSON
CLERK DISTRICT COURT
LANCASTER COUNTY, NEBR.

REPORT

December 2, 1970

RE: State ex rel Hartington School District v. State Board of Education and State Department of Education.

Attached is a copy of the final judgment entered by District Judge Scheele yesterday.

You will observe that both the findings and the judgment are unconditionally in favor of the validity of the Hartington arrangement with respect to lease of classroom space in a private school.

The next step will be for the Attorney General to file a motion for new trial. It is reasonable to expect that Judge Scheele will overrule the motion for new trial. Then it is important that the Attorney General should appeal to the State Supreme Court so that Nebraska can have a definite guideline in this area. Until our State Supreme Court lays down the rule, we cannot claim to know the answer with respect to the entire state.

Bob Crosby

RBC:cv

Attachment

cc: Rev. James D. Dawson
Rev. Paul J. Button
Rev. John A. Flynn
Rev. Thomas O'Brien
Mr. Paul O'Hara
Mr. John Kellogg, Jr.
Mr. James Atkinson
Mr. Duane Peterson

APPENDIX D

LOCAL EDUCATIONAL AGENCY
ANNUAL EVALUATION REPORT
OF 1970 TITLE I PROJECTS

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

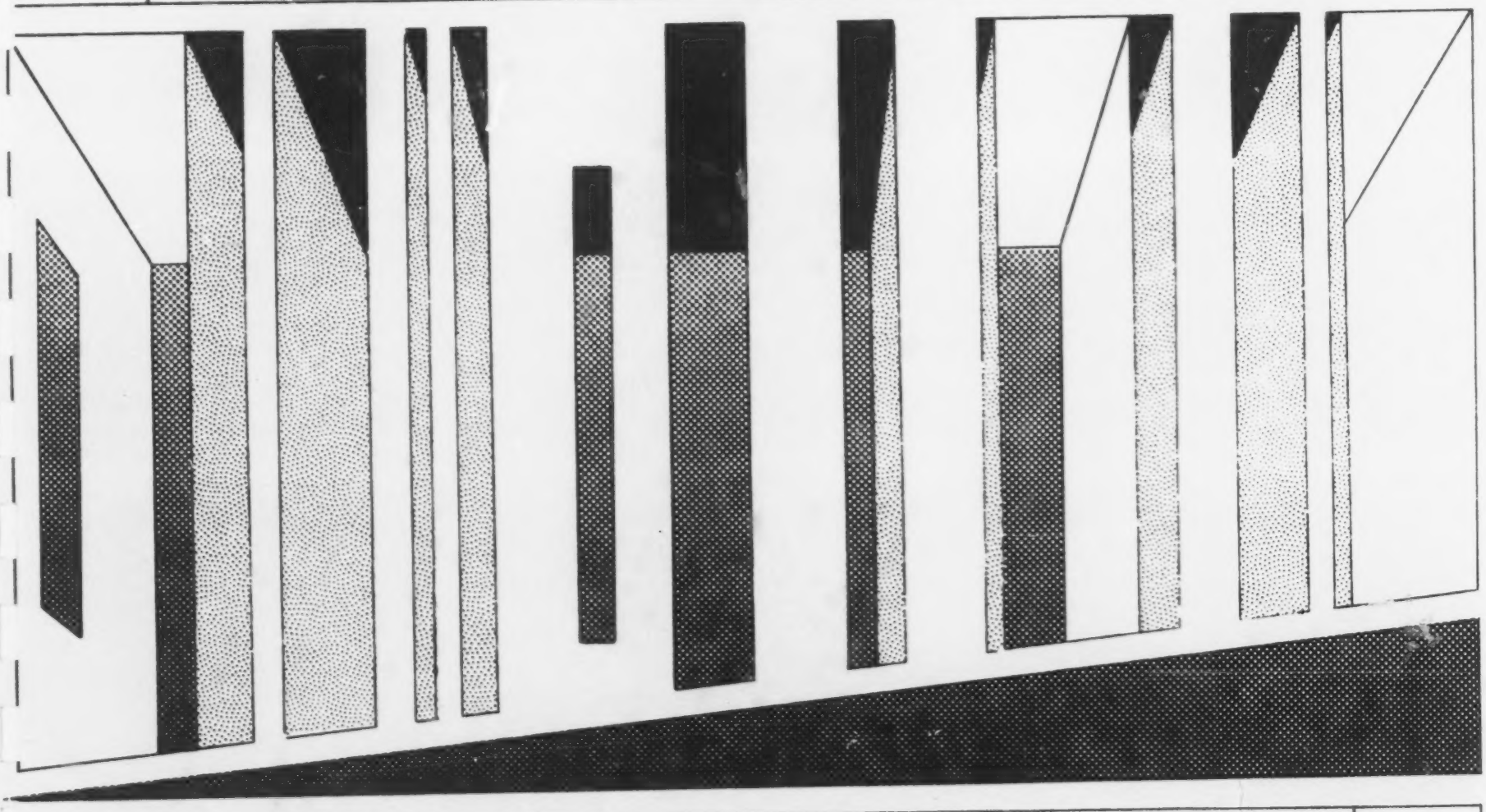
OF

1970

TITLE I PROJECTS

Elementary and Secondary Education Act of 1965

Public Law 89–10



TITLE I OFFICE

State Department of Education
State Capitol
Lincoln, Nebraska 68509

SCHOOL YEAR PROJECTS – DUE July 1, 1970

SUMMER PROJECTS – DUE September 1, 1970

1970 LEA EVALUATION REPORT

PROJECT NUMBER	DATE BEGUN	DATE FINISHED

LEGAL NAME OF AGENCY	DISTRICT NUMBER

TOWN	COUNTY	ZIP CODE

TITLE I ALLOCATION	REALLOCATION	AMOUNT APPROVED THIS PROJECT

PARTICIPANTS

Public	Nonpublic	Other	TOTAL

NAME AND TITLE OF CONTACT PERSON	TELEPHONE

NAME AND TITLE OF AUTHORIZED *LEA* REPRESENTATIVE	TELEPHONE

SIGNATURE OF AUTHORIZED *LEA* REPRESENTATIVE	DATE

TITLE I OFFICE
State Department of Education
Lincoln, Nebraska 68509

PART I

SPECIFIC INFORMATION

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TITLE I EVALUATION

SCHOOL YEAR PROJECTS – DUE JULY 1, 1970
SUMMER PROJECTS – DUE SEPTEMBER 1, 1970

GENERAL INSTRUCTIONS FOR PART I

1. Answer every item. Provision has been made to allow the by-passing of sections not specifically applicable to a project; however, **every** item of **every** applicable section should be answered. If a particular item within a section is not appropriate to the project, make a comment to that effect in the space provided.

2. Answers need not be limited to the space available. Add as many extra pages as necessary to record complete answers. Be sure to code each answer of each extra page to the original item.

3. Important information not specifically requested should also be provided if it is relevant to a given section. Be sure to label each extra sheet.

Project Number

SECTION 1: PROGRAMS RELATED TO TITLE I

Below is a list of federal, state and local programs that might/could be carried out in conjunction with or supplemental to Title I. To the right of each listed program is a place to check either a "yes," if the LEA is participating in the program, or a "no," if the LEA is not participating in the program. If the LEA is participating in a program not listed but that involves Title I children, write in the title of that program in the spaces provided.

FEDERAL PROGRAMS	YES	NO
ESEA, Title II	_____	_____
ESEA, Title III	_____	_____
ESEA, Title VI	_____	_____
ESEA, Title VII	_____	_____
ESEA, Title VIII	_____	_____
Head Start (OEO)	_____	_____
NDEA, Title V (Guidance)	_____	_____
_____	_____	
_____	_____	

STATE PROGRAMS		
Culturally and Educationally Deprived Program under LB 448	_____	_____
Special Education; excess cost reimbursement	_____	_____
_____	_____	
_____	_____	

Programs Funded by ESU	_____	_____
_____	_____	
_____	_____	

Programs Funded by Local Board of Education	_____	_____
_____	_____	
_____	_____	

Project Number

SECTION 2: NONPUBLIC PARTICIPATION

Is there a nonpublic school presently operating within the boundaries of your school district?

_____ Yes _____ No

If the answer to the above question is yes, complete this section of the evaluation booklet. If the answer is no, proceed to Section 3.

1. List each of the nonpublic schools in your district by name and provide the information requested.

Name Of School	Grades Served	Total Enrollment	Name Of Principal	No. Children In Title I	
				S.Y.	Sum.

If no nonpublic students participated in the Title I project(s) being evaluated, proceed to Section 3 of the evaluation booklet. If nonpublic students did participate in Title I activities, complete items 2 through 7 of this section.

2. List each of the Title I activities provided by your district, followed by the number of nonpublic school children participating in each activity.

Title I Activity	Number Of Nonpublic Participants (Students may be counted more than once)	
	School Year	Summer

Project Number

3. What problems were encountered in involving nonpublic school children in the Title I programs?

4. How were the needs of the nonpublic children determined and the nonpublic participants selected? (Identify the individual(s), by position, who determined the needs and did the selecting and describe the procedures followed.)

5. What changes were made in the Title I program last year that affected the participation of the nonpublic school children and what effect did these changes have?

6. What changes are being considered for next year that will affect the participation of nonpublic school children in the Title I program? What would be the expected or hoped for result of these proposed changes?

Project Number

SECTION 3: COMMUNITY ACTION PROGRAMS

Is there an approved Community Action Program operating within your school district?

_____ Yes _____ No

If the answer is yes, complete this page; if the answer is no, proceed to Section 4, Parent Involvement.

Are any of the activities sponsored by the Community Action Agency directly coordinated with the Title I activities? _____ Yes _____ No

If yes, briefly describe these Community Action activities and their relationship to the Title I activities.

Project Number

SECTION 4: PARENT INVOLVEMENT

Has there been any attempt made in the district to institute a plan to actively involve parents in planning, implementing and evaluating Title I programs and activities? (Other than informal, unplanned school visitations.)

_____ Yes _____ No

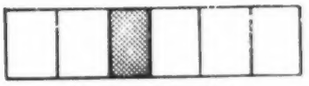
If the answer to the above question is yes, complete the page. If the answer is no, proceed to Section 5 of the evaluation booklet.

Summarize the Title I effort to:

1. Keep the parents of Title I children informed about the Title I program.

2. Involve the parents of Title I children in planning the Title I program.

3. Involve the parents of Title I children in the evaluation of the Title I program.



Project Number

SECTION 5: IN-SERVICE TRAINING

Was the in-service training of school personnel incorporated into the Title I project(s)?

_____ Yes _____ No

If the answer to the above question is yes, complete this section of the evaluation booklet. If the answer is no, proceed to Section 6.

Personnel Paid Out Of Title I Funds	Number Participation	Number Of Sessions	Average Number Of Hours Per Session
Title I Teachers			
Title I Teacher Aides			
Title I Clerical Personnel			
Title I Administrators			
Others			
Personnel Not Paid Out of Title I Funds But Who Received In-Service Funded By Title I			
Teachers			
Teacher Aides			
Clerical Personnel			
Administrators			
Others			

1. What were the objectives of the in-service training program?

Project Number

2. What evidence, pro and con, do you have that the objectives of the in-service training program were or were not met? Respond to every objective listed in item 1.

3. Describe the in-service program. Include a general overview of the in-service program (types of sessions, scheduling of sessions, etc.), and a more detailed account of specific activities or types of activities (participants, consultants used, materials, etc.).

4. Was an in-service program incorporated into the previous year's Title I program _____yes _____ no. If yes, describe any significant changes made in the in-service program.

Project Number

SECTION 6: CHANGES IN TITLE I

1. Does the Title I program differ from the one offered last year?

   _____ Yes _____ No _____ No project last year

2. If yes, how does it differ?

3. Which practices connected with the Title I program do you consider to be most successful? Why do you rate these particular practices as most successful?

4. Do you anticipate changing or expanding your Title I activities next year? If so, list and describe the proposed changes.

Project Number

SECTION 7: STATE DEPARTMENT VISITATION

Have representatives of the State Department of Education, Federal Programs, visited this Title I project?

_____ Yes _____ No

If the answer is no, complete just item 3.

1. What topics were discussed during the visitation? (Finance, planning, evaluation, etc.)

2. What was accomplished by the visitation?

3. What help do you expect from the State Department of Education in planning, implementing and evaluating your Title I project?

PART II

PROGRAM EVALUATION

TABLE OF CONTENTS

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Section 1: Needs 13

Section 2: Objectives 14

Section 3: Evaluation 15

TITLE I EVALUATION

SCHOOL YEAR PROJECTS – DUE JULY 1, 1970
SUMMER PROJECTS – DUE SEPTEMBER 1, 1970

PART II

PROGRAM EVAULATION

The purpose of this section of the LEA evaluation report is to obtain a circumspective evaluation of the Title I project. All available information pertinent to the project (the opinions of students, teachers, parents, and administrators; summaries of test data from both standardized tests and non-standardized, teacher-made tests; student behavior; expert rating; etc.) should be considered. All relevant information should be reported (negative as well as positive). If the school district is involved in more than one Title I project, then a separate Part II must be completed for each project.

Use the attached **Test Data Sheet** for reporting all individual test scores.

SECTION 1: NEEDS

What are the specific needs toward which your Title I project is directed? List them. How w
these needs determined? (Identify the individual(s), by position, who determined the needs
describe the procedures followed.)

SECTION 2: OBJECTIVES

What are the objectives of your Title I project? List them by activity. (There should be at least one objective for each Title I activity.)

Project Num

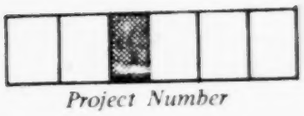
SECTION 3: EVALUATION

What evidence do you have that each objective was and/or was not achieved? Fill out a separate sheet for each objective listed on page 2. All evidence, pro and con, from all sources should be recorded and analyzed with your conclusion reported in a final paragraph. (If additional pages are required, label each page and attach them to the evaluation report.) Use the attached Test Data Sheet for reporting all individual test scores.

EVALUATION: OBJECTIVE NUMBER 1

Project Number

EVALUATION: OBJECTIVE NUMBER 2



Project Number

EVALUATION: OBJECTIVE NUMBER _____

PART III

PROJECT, ACTIVITY, AND STUDENT DATA

Complete a PROJECT DATA sheet, an ACTIVITY DATA sheet and as many STUDENT DATA sheets as necessary to report information on all Title I participants. Contact State Department of Education, Title I for additional forms.

TITLE I EVALUATION

SCHOOL YEAR PROJECTS – DUE JULY 1, 1970
SUMMER PROJECTS – DUE SEPTEMBER 1, 1970

INSTRUCTIONS: PROJECT DATA

PART III, Section 1

1. **PROJECT NO:** Enter project number (for example [7|0|▒|0|3|8|▒|]) followed by the numeral 1 if it is a school-year project, or the numeral 2 if it is a summer project ([7|0|▒|0|3|8|▒|1]). Use the *original* project number rather than an amended project number.

2. **COUNTY:** County Code

01 Adams	24 Dawson	47 Howard	70 Pierce
02 Antelope	25 Deuel	48 Jefferson	71 Platte
03 Arthur	26 Dixon	49 Johnson	72 Polk
04 Banner	27 Dodge	50 Kearney	73 Red Willow
05 Blaine	28 Douglas	51 Keith	74 Richardson
06 Boone	29 Dundy	52 Keya Paha	75 Rock
07 Box Butte	30 Fillmore	53 Kimball	76 Saline
08 Boyd	31 Franklin	54 Knox	77 Sarpy
09 Brown	32 Frontier	55 Lancaster	78 Saunders
10 Buffalo	33 Furnas	56 Lincoln	79 Scotts Bluff
11 Burt	34 Gage	57 Logan	80 Seward
12 Butler	35 Garden	58 Loup	81 Sheridan
13 Cass	36 Garfield	59 Madison	82 Sherman
14 Cedar	37 Gosper	60 McPherson	83 Sioux
15 Chase	38 Grant	61 Merrick	84 Stanton
16 Cherry	39 Greeley	62 Morrill	85 Thayer
17 Cheyenne	40 Hall	63 Nance	86 Thomas
18 Clay	41 Hamilton	64 Nemaha	87 Thurston
19 Colfax	42 Harlan	65 Nuckolls	88 Valley
20 Cuming	43 Hayes	66 Otoe	89 Washington
21 Custer	44 Hitchcock	67 Pawnee	90 Wayne
22 Dakota	45 Holt	68 Perkins	91 Webster
23 Dawes	46 Hooker	69 Phelps	92 Wheeler
			93 York

3. **DISTRICT:** School District Number

4. **TOTAL TITLE I EXPENDITURES** for this project (to the nearest dollar): Enter *actual* rather than budgeted expenditures. Include the cost of materials and services not yet paid for but which are to be charged to Title I.

TOTAL PUPILS PARTICIPATING (public and nonpublic): Total number of students, public and nonpublic, within each grade level category that are participating in this Title I project. Ungraded students should be placed in grade categories according to age. Each participant should be counted only once.

5. **KINDERGARTEN AND PRESCHOOL**
6. **GRADES 1-3 INCLUSIVE**
7. **GRADES 4-6 INCLUSIVE**
8. **GRADES 7-9 INCLUSIVE**
9. **GRADES 10-12 INCLUSIVE**
10. **OTHER** (Not in School)

TOTAL TEACHERS PARTICIPATING (public and nonpublic): Total number of teachers within each grade level category. Only *certified* personnel *paid* out of Title I funds should be counted. Each teacher should be counted in *only one* grade level category. If a teacher works with both elementary and secondary (or P & K and elementary, etc.), determine, in the most accurate way possible, which grade level is the major area of responsibility (in Title I activities) and count the teacher in that category only.

11. KINDERGARTEN AND PRESCHOOL: Certified teachers working with kindergarten and/or preschool children.

12. ELEMENTARY: Certified teachers working primarily with elementary school children (grades 1 through 6, or 1 through 8 depending upon the organizational structure of the school district).

13. SECONDARY: Certified teachers working primarily with secondary school children (grades 7 through 12, or 9 through 12 depending upon the organizational structure of the school district).

14. SUPPORTIVE PERSONNEL: Certified supportive personnel (counselors, administrators, etc.) working with the Title I project.

15. TOTAL TITLE I ALLOCATION: Include final Title I allocation *and* any supplemental allocations.

16. TOTAL AMOUNT REQUESTED (nearest dollar): Including all amendments.

17. ACTIVITIES INCLUDED IN THIS PROJECT: Instructional and related supportive service activities funded by Title I. Use the code numbers below in completing this section.

INSTRUCTIONAL AND SUPPORTIVE SERVICES ACTIVITY CODE

Instructional Activities

01 Pre K & K
02 English *Reading*
05 English (Language Arts)
06 Mathematics
07 Natural Science
08 Social Science
11 Special Activities for Handicapped
13 English (Second Language)
21 Cultural Enrichment
22 Art
23 English (Speech)
24 Foreign Languages
25 Music
26 Physical Education/Recreation
31 Business Education
32 Home Economics
33 Industrial Arts
34 Other Vocational Education
40 Other Instructional Activities

Supportive Services

51 Guidance & Counseling
52 Psychological
53 Social Work
58 Special Service for Handicapped
59 Speech Therapy
65 Health–Dental
66 Health–Medical
71 Attendance
72 Clothing
73 Food
74 Library
75 Transportation
90 Other Supportive Services

PART III, Section 1
PROJECT DATA SHEET

Please refer to instructions for PROJECT DATA before completing this sheet. Print legibly: do not type

1. PROJECT NUMBER	2. COUNTY	3. DISTRICT

4 Total Expenditures for this Project (nearest dollar)	Total Pupils Participating (public and nonpublic)					
	5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other

Total Teachers Participating (public and nonpublic)				15	16
11 P & K	12 Elementary	13 Secondary	14 Supportive Personnel	Total Title I Allocation	Total Amount Approved

17 Activities Included in this Project									
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*

INSTRUCTIONS: ACTIVITY DATA

PART III. Section 2

Each activity listed in Number 17, Section 1: PROJECT DATA should also be listed in Section 2, ACTIVITY DATA and requested information provided *for each activity.*

1. **PROJECT NO:** Enter project number (for example, [7|0|▒|0|3|8|▒|]) followed by the numeral 1 if it is a school-year project, or the numeral 2 if it is a summer project ([7|0|▒|0|3|8|▒|1|). Use the *original* project number rather than an amended project number.

2. **ACTIVITY NUMBER:** See the instructions for Number 17, Section 1: PROJECT DATA.

INSTRUCTIONAL AND SUPPORTIVE SERVICES ACTIVITY CODE

Instructional Activities

01 Pre K & K
02 English *Reading*
05 English (Language Arts)
06 Mathematics
07 Natural Science
08 Social Science
11 Special Activities for Handicapped
13 English (Second Language)
21 Cultural Enrichment
22 Art
23 English (Speech)
24 Foreign Languages
25 Music
26 Physical Education/Recreation
31 Business Education
32 Home Economics
33 Industrial Arts
34 Other Vocational Education
40 Other Instructional Activities

Supportive Services

51 Guidance & Counseling
52 Psychological
53 Social Work
58 Special Service for Handicapped
59 Speech Therapy
65 Health–Dental
66 Health–Medical
71 Attendance
72 Clothing
73 Food
74 Library
75 Transportation
90 Other Supportive Services

3. **TOTAL EXPENDITURES THIS ACTIVITY** (rounded to the nearest dollar): Enter the actual expenditures specifically charged against the particular activity (salaries, supplies, equipment, fixed charges, etc.), plus that activity's proportional share of the general Title I expenditures (clerical, administrative, plant, etc.). Include the cost of materials and services not yet paid for but to be charged to Title I. *Use actual expenditures* rather than budgeted expenditures. The sum of activity expenditures for all activities should equal the total project expenditures – Number 4, Section 1: PROJECT DATA.

4. **ACTIVITY DESCRIPTION:** Activity description on the activity data sheet refers to a five-digit code used to describe the frequency, duration and timing of each Title I activity.

THE *ACTIVITY DESCRIPTION* CODE

a	b	c	d	e

a. The first digit describes the activity in terms of when (first semester, second semester, or summer school) the activity was carried out.

   1. First semester only
   2. Second semester only

3. Summer school only
4. First and second semesters
5. First semester and summer school
6. Second semester and summer school
7. First and second semesters and summer school
9. Not applicable

An Example: An activity which was carried out primarily in the first semester but overlapped into the second semester would be coded "4" (first and second semesters).

b. The second digit refers to the actual duration of the activity in weeks.

1. 0-6
2. 7-12
3. 13-18
4. 19-24
5. 25-30
6. 31-39
7. 40 +
9. Not applicable

An Example: An activity that was involved with students over a period of seven (or eight or ten) weeks would be coded as "2" (7-12).

c. The third digit refers to the frequency of all *reoccurring* activities in terms of number of sessions (with children) per week (per group of children). If two groups of children participate in the same activity but meet a different number of times per week, average the number of meetings per week and round to the nearest whole number.

1. One meeting per week
2. Two meetings per week
3. Three meetings per week
4. Four meetings per week
5. Five meetings per week
6. Six or more meetings per week
9. Not applicable

An Example: An activity carried out three times a week would be coded "3."

d. The fourth digit refers to the *average* number of minutes per session.

1. 0-20 minutes
2. 21-30 minutes
3. 31-45 minutes
4. 46-60 minutes
5. 61-75 minutes
6. 76-90 minutes
7. 90 or more minutes
9. Not applicable

An Example: An activity that meets three times a week for 25 minutes at a time would be coded a "2."

e. The fifth and last digit identifies time of day during which the activity was normally carried out.

1. Morning only
2. Afternoon only
3. After school only
4. Morning and afternoon
5. Morning and after school
6. Afternoon and after school
7. Mornings, afternoon, and after school
9. Not applicable

All digits in the activity code are not applicable to all activities. If a portion of the code is not applicable to a particular activity, enter a "9" in that column.

Two Further Examples:

1. A Title I reading class held on Tuesday and Thursday mornings (40 minutes per session) over the entire school year would be coded:

4	6	2	3	1

4. First and second semester
6. Entire school year (approximately 38 weeks)
2. Two meetings per week
3. 40 minutes per class session
1. Mornings only

2. A "first of the year" health survey of Title I students in which each student is given a physical examination.

1	1	9	1	4

1. First semester only
1. 0–6 weeks
9. Not applicable
1. 0–20 minutes per session
4. Morning and afternoon sessions

PUPILS PARTICIPATING (by grade level): The total number of participants *public* and *nonpublic* within each category.

5. **KINDERGARTEN AND PRESCHOOL**

6. **GRADES 1 THROUGH 3 INCLUSIVE**

7. **GRADES 4 THROUGH 6 INCLUSIVE**

8. **GRADES 7 THROUGH 9 INCLUSIVE**

9. **GRADES 10 THROUGH 12 INCLUSIVE**

10. **OTHER SCHOOL-AGE PARTICIPANTS NOT PRESENTLY ENROLLED IN PUBLIC OR PRIVATE SCHOOLS**

TEACHERS PARTICIPATING (full-time equivalency): Only *certified* teachers and administrative personnel (public and nonpublic) *paid* out of Title I funds should be counted. The full-time equivalency should be recorded as a decimal (.5 instead of 1/2) and should be rounded off at the tenths place (.50, .33, .67 would be reported as .5, .3, .7 respectively). Decimals such as .25 and .75 should be rounded upward to .3 and .8. If a counselor (teacher, etc.) has only one-half of his salary paid from Title I, count him (her) as .5 even though he (she) may be full-time. If a full-time Title I teacher spends half her time working with kindergarteners and the other half working with first (second, etc.) graders, she would be counted as .5 in the P & K category and .5 in the elementary category.

11. **P & K**: Certified teachers working with kindergarten and/or preschool children.

12. **ELEMENTARY**: Certified teachers working with elementary school children (grades 1 through 6, or 1 through 8 depending upon the school organizational pattern).

13. **SECONDARY**: Certified teachers working with secondary school children (grades 7 through 12, or 9 through 12 depending upon the school organizational pattern).

14. **SUPPORTIVE PERSONNEL**: Certified supportive personnel (counselors, administrators, etc.) working with a particular Title I activity. Supportive personnel with responsibility for Title I children or for overall supervision of the Title I project but not specifically involved

in the particular activity should *not* be counted.

TOTAL NUMBER STAFF: The same individual may be involved in more than one activity and, therefore, *may* be included in the totals for more than one activity. Limit to staff *paid* out of Title I funds.

15. CERTIFIED PERSONNEL: The number of certified personnel specifically involved in the particular Title I activity (teachers, counselors, administrators, etc.).

16. TEACHER AIDES: The number of teacher aides involved in the particular Title I activity. Only aides assigned to either a classroom or a teacher(s) should be counted. Aides assigned to administrative personnel should not be counted.

17. OTHER STAFF: The number of personnel specifically involved with the particular Title I activity that are not counted in the two previous categories.

NONPUBLIC PARTICIPATION IN ACTIVITY

18. NUMBER OF NONPUBLIC STUDENTS: The number of nonpublic students included in blocks 5 through 10.

19. NUMBER OF NONPUBLIC STAFF: The number of nonpublic staff members included in blocks 15 through 17.

PART III, Section 2

ACTIVITY DATA SHEET

76

1. PROJECT NUMBER

Please refer to instructions for ACTIVITY DATA before completing this sheet. Print legibly: do not type.

2	3	4	Pupils Participating (by grade level)						Teachers Participating (full-time equivalency)				Total Number Staff			Nonpublic Participation in Activity	
			5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Act. No.	Total Expenditures this Activity (nearest dollar)	Activity Description a b c d e	P & K	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Others	P & K	Elementary	Secondary	Supportive Personnel	Certified Personnel	Teacher Aides	Other Staff	Number of Nonpublic Students (lines 5-10)	Number of Nonpublic Staff (lines 15-17)

INSTRUCTIONS: STUDENT DATA CARD

PART III, Section 3

All students that participated in Title I should be listed on the student data sheet and all **available** information provided.

1. **PROJECT NO:** Enter project number (for example, [7 0 0 3 8]) followed by the numeral 1 if it is a school-year project, or the numeral 2 if it is a summer project ([7 0 0 3 8 1]). Use the **original** project number rather than an amended project number.

2. **STUDENT NUMBER:** The purpose of the student number is to enable Title I evaluators to collect much needed longitudinal data on individual students without violating their privacy.

   Only one number should be assigned to each student. This number will be used for **both** school year and summer evaluations, and will remain the same as long as the student remains in school.

   If a Title I student was also a participant in last year's Title I program, his student number will remain the same. Title I participants who do not yet have a student number should be given a number that was not previously assigned.

   To insure that the same number assigned to students for this year's evaluation can be also used for next year's evaluation, each school must compile and maintain a list of students by **name and number**. Forms to simplify the listing procedure have been enclosed (Title I STUDENT NUMBER). The forms do **not** have to be turned in with the evaluation report.

   Each school district was originally allowed to develop its own numbering system. This system should be followed. If a numbering system has not yet been developed or if the present system needs to be changed, please contact Carl D. Novak, Title I Evaluator, (phone 402-473-1212).

3. **GRADE LEVEL:** During the school year being evaluated. Enter the appropriate letter or numeral.

P Preschool	3 Grade Three	7 Grade Seven	11 Grade Eleven
K Kindergarten	4 Grade Four	8 Grade Eight	12 Grade Twelve
1 Grade One	5 Grade Five	9 Grade Nine	O Other (dropouts, institutions)
2 Grade Two	6 Grade Six	10 Grade Ten	U Ungraded

4. **BIRTH DATE:** The month (01–12), day (01–31) and year (last two digits) of the student's birth date.

5. **SEX:** Enter M if a male, F if a female.

6. **INCOME:** Enter the appropriate number (1, 2, 3, or 4).

   1. The student was identified as a low-income student as defined in the Title I Guidelines, and was counted as a low-income student in the 1970 Title I Application, Section II, 2D, page 1.

   2. The student comes from a family that, although **not** identified as low-income as defined in the Title I Guidelines, has an income that would rank in the lower third when compared to all families with students in the district.

3. The student comes from a family with an income that would rank in the middle third when compared to all families with students in the district.

4. The student comes from a family with an income that would rank in the upper third when compared to all families with students in the district.

7. **ETHNIC GROUP:** Enter the numeral that best describes the student's ethnic affiliation.

1. White
2. Negro
3. American Indian
4. Puerto Rican
5. Oriental
6. Spanish Surname
7. Other

8. **TEACHER ESTIMATE OF CHANCE FOR SUCCESS:** Considering the student's present attitude, how far does his **teacher think** he/she will go in school? (Enter the appropriate numeral.) **Not** required for grades P & K and 1-3.

1. Enter College
2. Graduate from High School
3. Enter 9th Grade
4. 8th Grade or Less

9. **THE NUMBER OF YEARS IN TITLE I:** Enter the number of years (1, 2, 3, etc.) that this student has participated in the school district's Title I program.

10. **NONPUBLIC STUDENT:** If the student **regularly** attends a **nonpublic** school, enter an N. *If the student regularly attends a* **public** *school, enter a P.*

11. **INTELLIGENCE QUOTIENT:** In the first three spaces, enter the I.Q. score. In the next two spaces, identify the test used (see code below) and in the last four spaces, enter the month (01–12) and year (last two digits) in which the test was administered. **Use the most recent score.**

An Example: An I.Q. score of 93, achieved on California Test of Mental Maturity, administered in September 1965 would be coded as:

11. I Q									
IQ score			test		Date mo.		year		
0	9	3	1	2	0	9	6	5	

Test Code Number	Name of Test
01	Peabody Picture Vocabulary Test
02	Slosson Intelligence Tests
03	Stanford-Binet Intelligence Scale
04	Weschler Adult Intelligence Scale
05	Weschler Intelligence Scale for Children
11	California **Short Form** Test of Mental Maturity
12	California Test of Mental Maturity
13	Henmon Nelson Tests of Mental Ability
14	Kuhlmann-Anderson Intelligence Tests
15	Kuhlmann-Finch Tests
16	Lorge-Thorndike Intelligence Tests
17	Otis-Lennon Mental Ability Test
18	Otis Quick Scoring Mental Ability Tests
19	Pintner General Ability Tests
20	Primary Mental Abilities
21	Short Test of Educational Ability
22	Terman-McNemar Test of Mental Ability
23	Tests of Educational Ability
24	Tests of General Ability
50	Other

12. **TITLE I ACTIVITIES PARTICIPATED IN:** Enter the code number (see activity code below) of the Instructional and Supportive Service activities the student has participated in. If more than four, enter the code numbers for the four most significant activities (time and cost) the student participated in.

INSTRUCTIONAL AND SUPPORTIVE SERVICES ACTIVITY CODE

Instructional Activities

01 Pre K & K
02 English *Reading*
05 English (Language Arts)
06 Mathematics
07 Natural Science
08 Social Science
11 Special Activities for Handicapped
13 English (Second Language)
21 Cultural Enrichment
22 Art
23 English (Speech)
24 Foreign Languages
25 Music
26 Physical Education/Recreation
31 Business Education
32 Home Economics
33 Industrial Arts
34 Other Vocational Education
40 Other Instructional Activities

Supportive Services

51 Guidance & Counseling
52 Psychological
53 Social Work
58 Special Service for Handicapped
59 Speech Therapy
65 Health-Dental
66 Health-Medical
71 Attendance
72 Clothing
73 Food
74 Library
75 Transportation
90 Other Supportive Services

ACHIEVEMENT TEST DATA: Two sets of test data should be reported, a pretest (First Achievement Test) and a posttest (Second Achievement Test). The pretest should have been administered either before or at the time the Title I project was initiated (spring 1969 or fall 1969), while the posttest should have been administered upon completion of the Title I project (spring 1970). Both sets of data should be collected on the same test or on equivalent forms of the same test.

Only reading scores will be collected in Part III of the 1970 Evaluation Report. Other test scores (standardized and/or teacher-made tests) should be reported in Part II, Program Evaluation, with the appropriate objective(s). A short form for reporting these scores is attached. (The SUPPLEMENTAL TEST DATA SHEET.)

Reading scores should be reported for all Title I students (if they are available) regardless of whether or not the student participated in a reading activity.

If individual scores are available on more than one test, use the following criteria to determine which score should be reported.

(1) Priority should be given to tests with code numbers between 10 and 60.

(2) Select tests for which both pretest and posttest scores are available.

If pretest and posttest scores are not available for the same test or for alternate forms of the same tests, report the scores that are available. Priority should again be given to tests with code numbers between 10 and 60.

13. **FIRST ACHIEVEMENT TEST:** In the first two spaces identify the test (see test code on the next page). In the spaces under date, enter the month (01–12) and the year (last two digits) in which the test was administered. The next eight spaces are assigned to the test

score; raw score (three spaces), grade placement or grade equivalency reported to the nearest tenth (three spaces) and percentile (two spaces). See the test code to determine which score should be reported (either total test or a specific subtest) and in what form(s) (raw score, percentile, grade equivalency). All three scores should be recorded **if** they are **available**. (See test code.)

14. **SECOND ACHIEVEMENT TEST:** Same data as recorded for the first achievement test.

For both administrations, report scores on **national** norms rather than local norms. If **only** local norms are available, report the scores and make a comment to that effect on the sheet provided for this purpose.

An Example: A sixth grade Title I participant was administered a Stanford Achievement Test, Intermediate 2 on October 15, 1968. He received a raw score of 33, which was the equivalent of a grade placement (equivalency) score of 5.8 and a percentile score of 43. The complete entry would be:

13. First Achievement Test														
test		Date mo.		year		raw score			grade placement			% ile	
4	4	1	0	6	8	0	3	3	0	5	8	4	3

A Second Example: A Title I participant who just completed the fourth grade was administered the SRA Achievement Series, 2-4 grade level (Form D) on May 13, 1969. The information coded would be test (enter code number 54 in the first two spaces) and administration date (month 05 and year 69). The total reading score should be reported as a raw score, grade equivalency, and a percentile. If these three scores were 21, 3.6, and 38 respectively, then the complete entry would be:

14. Second Achievement Test														
test		Date mo.		year		raw score			grade placement			% ile	
5	4	0	5	6	9	0	2	1	0	3	6	3	8

READING TEST CODE

CALIFORNIA ACHIEVEMENT TEST (Reading) AND CALIFORNIA READING TEST		Raw Score	Grade Equiv.	% ile
11. Lower Primary	Reading Total	X	X	X
12. Upper Primary	Reading Total	X	X	X
13. Elementary	Reading Total	X	X	X
14. Junior High Level	Reading Total	X	X	X
15. Advanced	Reading Total	X	X	X
10. Other (Specify)				
GATES READING TESTS				
21. Advanced Primary Reading Test	Paragraph Reading	X	X	X
22. Basic Reading Test	Level of Comprehension	X	X	X
23. Primary Reading Test	Paragraph Reading	X	X	X
24. Reading Survey	Total	X	X	X
29. Other (Specify)				

			Raw Score	Grade Equiv.	% ile
GATES MacGINITIE READING TESTS					
25.	Primary A	Comprehension	X	X	X
26.	Primary B	Comprehension	X	X	X
27.	Primary C	Comprehension	X	X	X
28.	Primary D	Comprehension	X	X	X
29.	Primary E	Comprehension	X	X	X
20.	Other (Specify)				
METROPOLITAN ACHIEVEMENT TESTS (Reading) AND METROPOLITAN READING TESTS					
31.	Primary I	Reading	X	X	X
32.	Primary II	Reading	X	X	X
33.	Elementary	Reading	X	X	X
34.	Intermediate	Reading	X	X	X
35.	Advanced	Reading	X	X	X
30.	Other (Specify)				
STANFORD ACHIEVEMENT TESTS (Reading) AND STANFORD READING TESTS					
41.	Primary I	Paragraph Meaning	X	X	X
42.	Primary II	Paragraph Meaning	X	X	X
43.	Intermediate I	Paragraph Meaning	X	X	X
44.	Intermediate II	Paragraph Meaning	X	X	X
45.	Advanced	Paragraph Meaning	X	X	X
46.	High School Battery	Reading	X		X
40.	Other (Specify)				
SRA ACHIEVEMENT SERIES (Reading)					
51.	Grades 1-2 (Forms A & B)	Comprehension	X	X	X
52.	Grades 1-2 (Forms C & D)	Total Reading Score	X	X	X
53.	Grades 2-4 (Forms A & B)	Comprehension	X	X	X
54.	Grades 2-4 (Forms C & D)	Total Reading Score	X	X	X
55.	Grades 3-4 (Forms C & D)	Total Reading Score	X	X	X
56.	Grades 4-6 (Forms A & B)	Comprehension	X	X	X
57.	Grades 6-9 (Forms A & B)	Comprehension	X	X	X
58.	Multi-Level Edition (Forms C & D)	Total Reading Score	X	X	X
50.	Other (Specify)				
OTHER READING TESTS					
71.	Davis Reading Test	Level of Comprehension	X	X	X
72.	Diagnostic Reading Test	Story Comprehension	X		X
73.	Durrell-Sullivan Reading Capacity & Achievement Test	Reading Achievement	X	X	
74.	Iowa Silent Reading Test	Total	X	X	X
75.	Iowa Test of Basic Skills (Reading)	Reading Comprehension	X	X	
76.	Lee-Clark Reading Test	Total	X	X	X
77.	Nelson-Denny Reading Test	Total	X	X	X
78.	Nelson Reading Test	Comprehension	X	X	X
79.	Reading Diagnostic Series	Total Score	X	X	X
80.	Sequential Test of Educational Progress (Reading)	Reading	X	X	X
81.	Survey of Primary Reading Development	Story Comprehension	X		
90.	Test Not Specifically Listed (Specify)				

PART III. Section 3

STUDENT DATA SHEET

1. PROJECT NUMBER

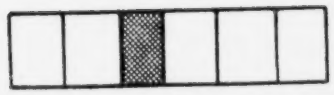
Please refer to instructions for STUDENT DATA before completing this sheet. Print legibly: do not type.

2. Student Number	3. Grade Level	4. Birth Date mo.	day	year	5. Sex	6. Income	7. Ethnic Group	8.* Ed. Attm't.	9.* In Title I	10. Nonpub. Student	11. I Q IQ score	test	Date mo.	year	12. Title I Activities Participated In 1	2	3	4	13. First Achievement Test test	Date mo.	year	raw score	grade placement	% ile	14. Second Achievement Test test	Date mo.	year	raw score	grade placement	% ile

Feb. 1970

*8 – Teacher Estimate, Eventual Educational Attainment

*9 – Number of Years



Project Number

TITLE I STUDENT NUMBERS

List the student identification numbers **and** names of **all** Title I participants (see item 2 of the STUDENT DATA SHEET, Section 3, Part III). **This list should not be sent to the State Department with the evaluation report.** It should be retained locally for use in future Title I evaluations.

STUDENT ID NUMBER	NAME	STUDENT ID NUMBER	NAME

		▒				▒	

Project Number

INSTRUCTIONS

SUPPLEMENTAL TEST DATA SHEET

The SUPPLEMENTAL TEST DATA SHEET is to be used for reporting test scores in areas other than reading. Reading scores should be reported on the STUDENT DATA SHEET. Use of the SUPPLEMENTAL TEST DATA SHEET is **optional**. It is intended to be a convenience to local evaluators. The use of this form may or may not be tied to the objectives reported in Part II of the 1970 Evaluation Report.

Lines 1–5 of the SUPPLEMENTAL TEST DATA SHEET describe the tests being used. It is imperative that this description be detailed enough to enable the reader to determine exactly what test was given and exactly what score was reported. **Use the nomenclature of the publisher.**

1. Record the full name of the test(s) being used.
2. Record the level of the test and the form used. Level can be denoted in a number of ways (refer to examples given below).
3. Date that test was administered. If the test was administered to two classes on different days, record the earliest date.
4. Record the exact name of the test or subtest score that is being reported. Use the nomenclature of the publisher.
5. Describe briefly the norms on which comparative scores are based (national, regional, local, etc.). In most cases national norms will be used.

AN EXAMPLE	FIRST TEST	SECOND TEST
1. NAME OF TEST	SRA Achievement Series	SRA Achievement Series
2. LEVEL and FORM	Multilevel Edition Grade 4-9 form C Blue answer sheet	Multilevel Edition Grade 4-9 form D Blue answer sheet
3. DATE OF TESTING	Oct. 15, 1970	May 7, 1971
4. SCORE REPORTED	Arithmetic Computation	Arithmetic Computation
5. NORM GROUP	National	National

6. **STUDENT NUMBER:** Use the same number as reported on the STUDENT DATA SHEET, Section 3, Part III, 1970 Title I Evaluation Report.
7. **GRADE LEVEL:** During the school year being evaluated. Enter the appropriate letter or number:

P Preschool	3 Grade Three	7 Grade Seven	11 Grade Eleven
K Kindergarten	4 Grade Four	8 Grade Eight	12 Grade Twelve
1 Grade One	5 Grade Five	9 Grade Nine	O Other (dropout, institution)
2 Grade Two	6 Grade Six	10 Grade Ten	U Ungraded

8. **BIRTH DATE:** The month (01–12), day (01–31) and year (last two digits) of the student's birth date.
9. **FIRST TEST:** In the first three spaces enter raw score, in the next three spaces enter grade placement on grade equivalency reported to the nearest tenth (3.2 should be reported as [0][3][2]) and in the last two spaces enter percentile. Record all three scores if they are available.
10. **SECOND TEST:** Instructions are the same as for the FIRST TEST.

Project Number

SUPPLEMENTAL TEST DATA SHEET

Refer To Instructions Before Completing This Sheet

	FIRST TEST	SECOND TEST
1. NAME OF TEST		
2. LEVEL and FORM		
3. DATE OF TESTING		
4. SCORE REPORTED		
5. NORM GROUP		

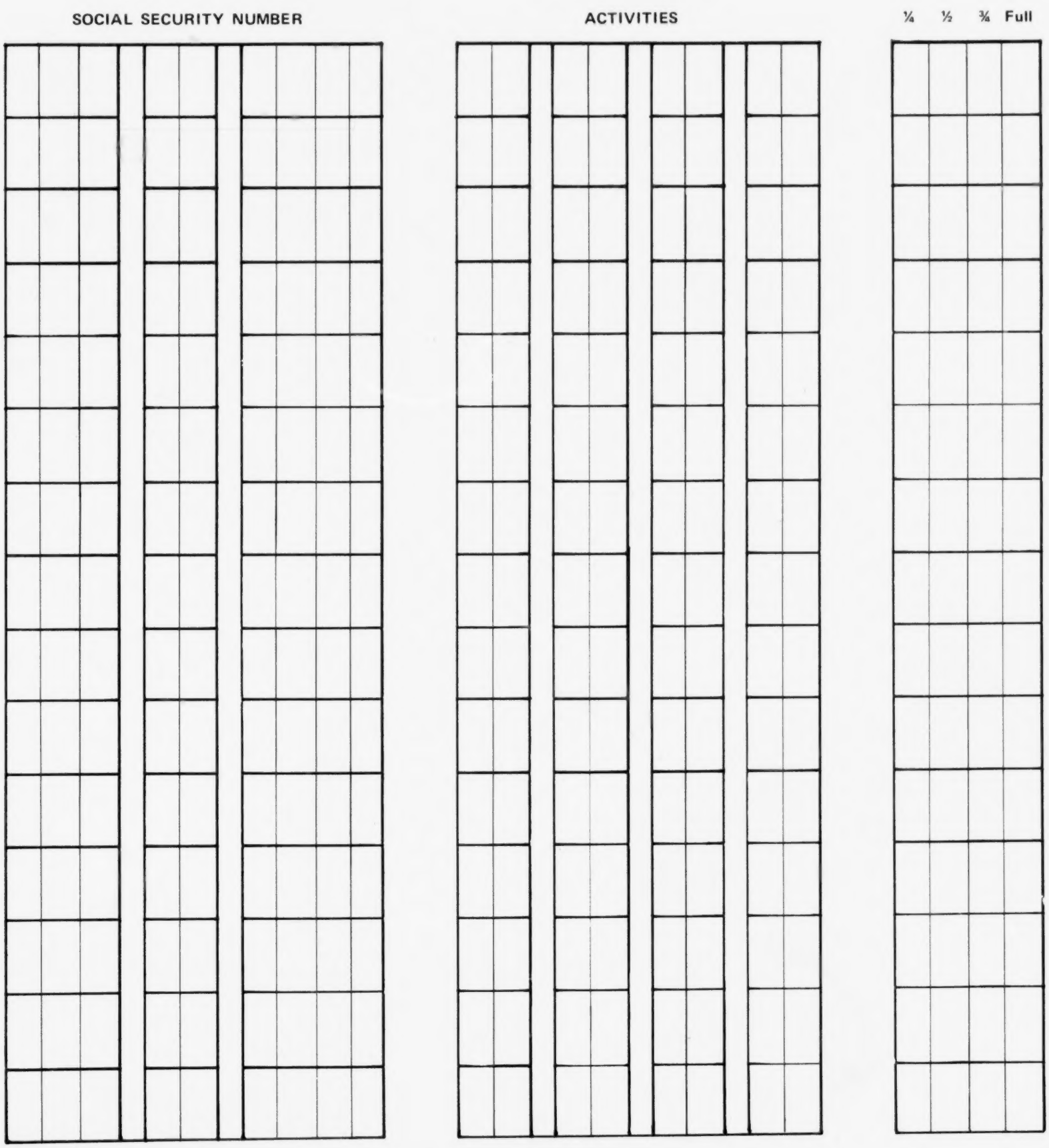
6. Student Number *(use same no. as reported on STUDENT DATA SHEET)*	7. Grade Level	8. Birth Date			9. First Test			10. Second Test		
		Mo.	Day	Year	Raw Score	Grade Placement	% ile	Raw Score	Grade Placement	% ile

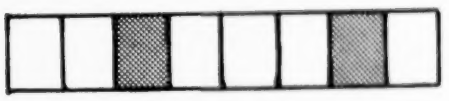
6. Student Number *(use same no. as reported on STUDENT DATA SHEET)*	7.	8. Birth Date			9. First Test			10. Second Test		
	Grade Level	Mo.	Day	Year	Raw Score	Grade Placement	% ile	Raw Score	Grade Placement	% ile

Project Number

GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).





Project Number

COMMENTS: Record any problems encountered in completing the project, activity and student data sheets (i.e., name of tests not specifically listed, availability of information, etc.), and all comments pertinent to future data collection sheets (i.e., clarity of instruction, relevance of information collected, etc.).